DOCUMENT RESUME

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TITLE Effective Questioning Techniques (Implementive Module 3). Description of Teacher Inservice Education Materials.

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ABSTRACT

The inservice learning module described here focuses on testing the teacher's understanding of and skill in using effective questioning techniques in the classroom. Inservice topics addressed include methods of verbal and nonverbal accepting or encouraging; probing techniques; and methods of asking effective questions. This description provides information on the purposes and content of the module as well as activities and resources. A critique, history of development, and ordering information are also included. (DS)

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ED166189

May 77

DESCRIPTION OF TEACHER INSERVICE EDUCATION MATERIALS

SUMMARY INFORMATION

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Title: EFFECTIVE QUESTIONING TECHNIQUES (Implementive Module 3)

Publication Date(s): 1973

Intended Users: Preservice and inservice teachers interested in improving their questioning techniques

Grade Level(s): K - 12

Number: Individual or class-sized groups

Primary Focus: The intent of this module is to test the teacher's understanding of, and skill in using effective questioning techniques through his/her proven ability to list, define and demonstrate three types of probing techniques.

School subject(s) and/or inservice topic(s) covered:

Inservice topics addressed: are methods of asking effective questions in the classroom; probing techniques; methods of verbal and non-verbal accepting or encouraging. The product is itself a test with an extensive list of learning alternatives for those who fail to demonstrate competency.

What participant does in using the materials: The participant:

- Obtains pre-assessment booklet and
- Performs assessment test for Objective I ;
  or
- Chooses a Learning Activity, then takes Assessment #1 ,
- Sets up a needs assessment interview with project coordinator , and
- Makes a ten-minute video tape of a lecture/discussion lesson s/he's prepared.

Resources: The following are needed for implementation of this module:

- Project coordinator,
- Class space and ordinary equipment,
- One copy of product,
- Materials to make video tape,
- Audio-visual equipment to play video tape,
- Learning Alternatives Packet Minicourse #1 "Effective Questioning", and 2 books: Developing Questioning Techniques , Questioning Strategies and Techniques.

Describer critique:

When taken as a separate entity, this product is so sparse that it is difficult to judge its value. When used as part of whole series of modules, as the developer intended, it is probably effective. The organization is good; the language is very clear. Technically it is adequate.

SP013 854

1.0 PURPOSES:

The following are the performance objectives stated by the developer:

1. User will be able to list, define and give an example of each of three types of probing techniques.

2. S/he will be able to offer three examples of verbal accepting or encouraging teacher reactions to pupil responses and three examples of non-verbal accepting or encouraging teacher reaction to pupil response.

3. User will show s/he can achieve scores of 50% on Probing Sections, 90% on Teacher Reaction section of Objective II.

The rationale, as inferred by the describer, is that teachers need a tool which helps them ask better questions; further, they need an instrument which helps students respond better.

The product hopes to increase teachers' skills in questioning and to deepen their understanding of the various techniques of questioning. This is viewed as the general goal of the product.

2.0 CONTENT — Scope and Sequencing of Topics:

This printed booklet is part of a Buffalo series of Diagnostic/Implementive materials. It is best used as part of the whole series but can be used alone. Effective Questioning Techniques includes two parts:

Introduction - 9 mimeographed pages
This section lists the two objectives and the learning alternatives.

"Assessment Booklet for Implementation Module"- 5 mimeographed pages
This section contains the assessment sheets for Objectives I and II.

Time Required

Objective I: If a student has already demonstrated competence in questioning techniques, s/he need not spend more than an hour here (interview with project coordinator). If not, s/he may take several sessions to reach that competency level. Therefore, time is highly variable.

Objective II: The student needs to make a ten minute video tape, then analyze it with coordinator. this may take him several hours to prepare.

Learning Alternatives

The developer offers three learning alternatives for those who fall below the minimum acceptance level on the pre-assessment. Summarized, they are:

1. View protocol, "Analysis of Teacher-Pupil Interaction: Reacting to Pupil Responses", and do exercises.

2. Complete introduction and sequences 1 and 3 of Minicourse No. 1, "Effective Questioning".

3. View section II of protocol and introduction and sequences 1 and 3 of minicourse.

There are no pre-requisites to use of the product, but the developer does assume that "all project students have completed an orientation to modular instruction at the beginning of the project." Sequence is explicitly stated by the developer.

3.0 ACTIVITIES AND RESOURCES INVOLVED IN USE OF PRODUCT

3.1 Description of main *inservice* activities:

Participant: Obtains pre-assessment booklet and
Performs Pre-assessment Test I;
or Chooses Learning Activities, then takes Pre-assessment Test for Objective I
Sets up a "Needs Assessment" interview with project coordinator,
Makes a ten minute video tape, and
Discusses videotape with coordinator.

3.2 Help given in use of product:

There are no additional materials provided for the project coordinator. All instructions for administering the assessment and the learning alternatives are contained in the module booklet.

4.0 EVALUATION OF TEACHER INSERVICE LEARNING

The pre-assessment tests for Objective I and II, which also serve as post-assessment instruments, are supplied. These are administered by the participant. In addition, the conference with the project coordinator serves as an evaluative instrument.

5.0 ORDERING INFORMATION

5.1 Resources required/recommended for implementing product:

Time needed to complete the product varies widely; some may need only a 15 minute interview for Objective I, others may need weeks.

All must make a ten minute videotape for Objective II.

Classroom space is needed, as is audio-visual equipment (to make videotape).

All administrative/organizational arrangements will be made by project coordinator.

5.2 Distributor name/address:

Teachers Corps (7th Cycle)
State University College at Buffalo
Buffalo, New York

Contact: Lewis Sinatra (716) 862-5012

5.3 Components/approximate costs:

Component	Purchase	Rental	No. Req.	Reusable
EFFECTIVE QUESTIONING TECHNIQUES - Implementive Module 3 (booklet)	$1.00	No	1/participant	Yes

The components listed as Learning Alternatives essential for users who do not pass the pre-assessment.

1) film: "Analysis of Teacher-Pupil Interaction: Reacting to Pupil Responses" Indiana University, Bloomington, Indiana (812) 332-0211

2) exercises: Minicourse #1 - "Effective Questioning" Macmillan Publishing Co., 866 3rd Avenue, New York 10022, (212) 935-2000

Two references which will be helpful in completing the learning alternatives are listed by the developer:

1) A. A. Carin and R. B. Sund, Developing Questioning Techniques A Self Concept Approach, (Columbus, Ohio: Charles E. Merril Publishing Co., 1971), 169 pages.

2) F. P. Hankins, Questioning Strategies and Techniques, (Boston: Allyn and Bacon, Inc., 1972), 146 pages.

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6.0 HISTORY OF DEVELOPMENT

6.1 Identification of the developer:

The developer and Project Director is:

Lewis J. Sinatra
Teacher Corps
State University College at Buffalo

The co-developers are:

William Licata
Teacher Corps
State University College at Buffalo

John H. Masla
Associate Dean, College of Education
Ohio University

6.2 How developed and when:

Licata, Sinatra and Masla all collaborated in 1972-73 to develop a framework for the teacher training materials designed by Far West Lab and University of Indiana on the topic of effective questioning.

6.3 Evidence of effectiveness with users:

The product was field tested on up to 200 teachers in the Buffalo Area. There is no data available on these field tests.

DESCRIBER CRITIQUE

Appropriateness / adaptability / technical quality:

This module's specific objectives and evaluative instruments for measuring them enable users to achieve the stated purpose. One presumes that the packet is most effectively used as part of the whole diagnostic/prescriptive Buffalo series. The nine-page introduction does seem well-organized and clearly written and addresses a timely need well. The material is readily adaptable. Technical quality is adequate considering the low price.

Content accuracy/social fairness/community acceptance issues:

This module presents a training design centered around the films and exercises developed by Far West Lab and Indiana University -- which have been field tested for validity. Content accuracy, then, is of the highest order.

There is no issue involving sex or ethnic bias, nor is there any controversial content.

Overall summary/comment:

This module is one in a series of nine. The organization is good; the language is very clear. Technically, it is adequate.

MN - 5/77